

Inspection of Millies House Nursery & Pre-School

Napier Hall, Hide Place, London SW1P 4NJ

Inspection date: 8 November 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are confident, happy and have a keen sense of belonging and togetherness. On arrival, they know the routines and understand what to do. Children respond to the warm and welcoming greetings from staff and enjoy a calm start to the day. Staff acknowledge the feelings and emotions of children and give them space and time to enter and explore their surroundings. Children learning to separate from their parents and carers are gently comforted. They enjoy being held close by staff and settle quickly. Children form positive attachments with their key persons. They explore boundaries and respond positively to instructions. This helps to affirm a sense of self.

Children are highly motivated to play and learn. They have a go, persevere and feel happy with their own accomplishments. For example, older babies create their own circuit to explore in the local playground, and enjoy feeding themselves at lunchtime. Children enjoy playing alongside their peers throughout the day.

Staff know their key children well and make accurate assessments of their learning. Staff understand the needs of the children and know where they need help the most. Gaps in learning are promptly identified and staff plan suitably challenging experiences.

What does the early years setting do well and what does it need to do better?

- Parental partnership is strong. Parents feel informed about their children's learning and development and are pleased with their children's progress. Staff seek the views of parents and welcomes their suggestions. For example, additional trips around the local community are organised to encourage outdoor learning for children.
- The manager has an ambitious vision for the nursery. She regularly evaluates the quality of the provision and identifies strengths and weaknesses in practice. Staff are supported to improve their performance through coaching, support and training. However, staff need additional support to ensure that transition times during the day run more smoothly. There are occasions when staff do not always have oversight and, as a result, do not act promptly during these times.
- Staff understand the importance of identifying when children may benefit from additional help in their learning. They understand children's needs and make good use of information from external specialists to meet children's needs effectively.
- Staff attend to children's personal care needs flexibly. They are sensitive to children's sleeping patterns and provide reassurance during personal care routines, such as nappy changing.
- Staff know their key children well and make accurate assessments of their

learning. They understand the needs of the children and know where they need help the most. Gaps in learning are promptly identified and staff plan suitably challenging experiences.

- The curriculum for the nursery provides children with important skills and knowledge. Opportunities for learning are suitably challenging across the age range of children attending. The curriculum is further enriched with experiences linked to children's interests. Staff find out about children's interests and plan experiences to extend their learning. For example, dinosaurs have been added to activities in the outdoor area to further engage children in new and unfamiliar experiences.
- Children learn important physical development skills. Older babies develop their core strength and stability as they climb up and down the stairs independently. Older children show good hand-to-eye coordination and control as they serve themselves food and pour their own drinks.
- Staff are skilled at adapting the way that they talk with children. Sounds, expressions, single words and short phrases are used to communicate with quieter and more non-verbal children. Staff confidently use more open-ended questions to develop conversations with children who are more confident communicators. This has a positive impact. For example, children can converse in full sentences while staying on a topic. Children are encouraged to develop their imaginative thinking as they talk about their interests. Staff listen and extend children's vocabulary, which helps to develop their conversational skills.
- Children develop a love of reading and enjoy sharing books with staff. Children develop good listening and book handling skills as they turn the pages carefully while absorbing the pictures.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of different types of abuse and know the signs and symptoms to identify. They understand the importance of being vigilant and understand what to do if they have a concern. Staff are aware of local safeguarding protocols and understand how to make a referral. Effective induction processes ensure that all staff, including agency staff, know who the designated safeguarding lead is and understand the types of concerns that need to be brought to their attention. Recruitment processes are robust and there are effective measures to assess the ongoing suitability of staff.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- improve the organisation of transition times during the day to further enrich care, play and learning experiences for all children

- enhance leadership skills within the staff team and increase levels of staff confidence to identify solutions and address issues as they arise.

Setting details

Unique reference number	2595849
Local authority	Westminster
Inspection number	10251391
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	63
Number of children on roll	32
Name of registered person	Childcare and Learning (Cranbrook) Limited
Registered person unique reference number	RP906909
Telephone number	02033021240
Date of previous inspection	Not applicable

Information about this early years setting

Millies House Nursery and Pre-School registered in July 2020. It is situated in the London Borough of Westminster. The nursery opens Monday to Friday, from 8.00am to 6.00pm, all year round. The nursery receives funding for the provision of free early education for children aged two and four years. There are five members of staff, including the manager, all of whom hold appropriate early years qualifications. The provider also employs a cook.

Information about this inspection

Inspector

Jenny Griffiths

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke to parents and took their views into account.
- The manager conducted a learning walk with the inspector and explained how the curriculum is developed.
- The inspector carried out a joint observation of practice with the manager.
- Staff talked to the inspector about their key children and discussed their understanding of safeguarding and welfare matters.
- A leadership and management interview was held with the manager.
- The inspector observed the quality of interactions between staff and children.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022